



Tennessee School Counselor and Administrator Leadership Institute

Chattanooga, TN
February 24, 2014

PATHWAYS TENNESSEE

Agenda

- ✓ Education/Workforce Statistics
- ✓ Pathways TN Overview
- ✓ Using LMI
- ✓ Community Involvement in Education

Objectives

- ✓ Why Pathways TN is important
- ✓ Use Labor Market Information to support student interest/post secondary plans
- ✓ Understand the role and support of the Academic Career Coach



Setting the Stage

suc·cess (n): achievement of intention: the achievement of something planned or attempted

How do we define success in education? How do we define career success?

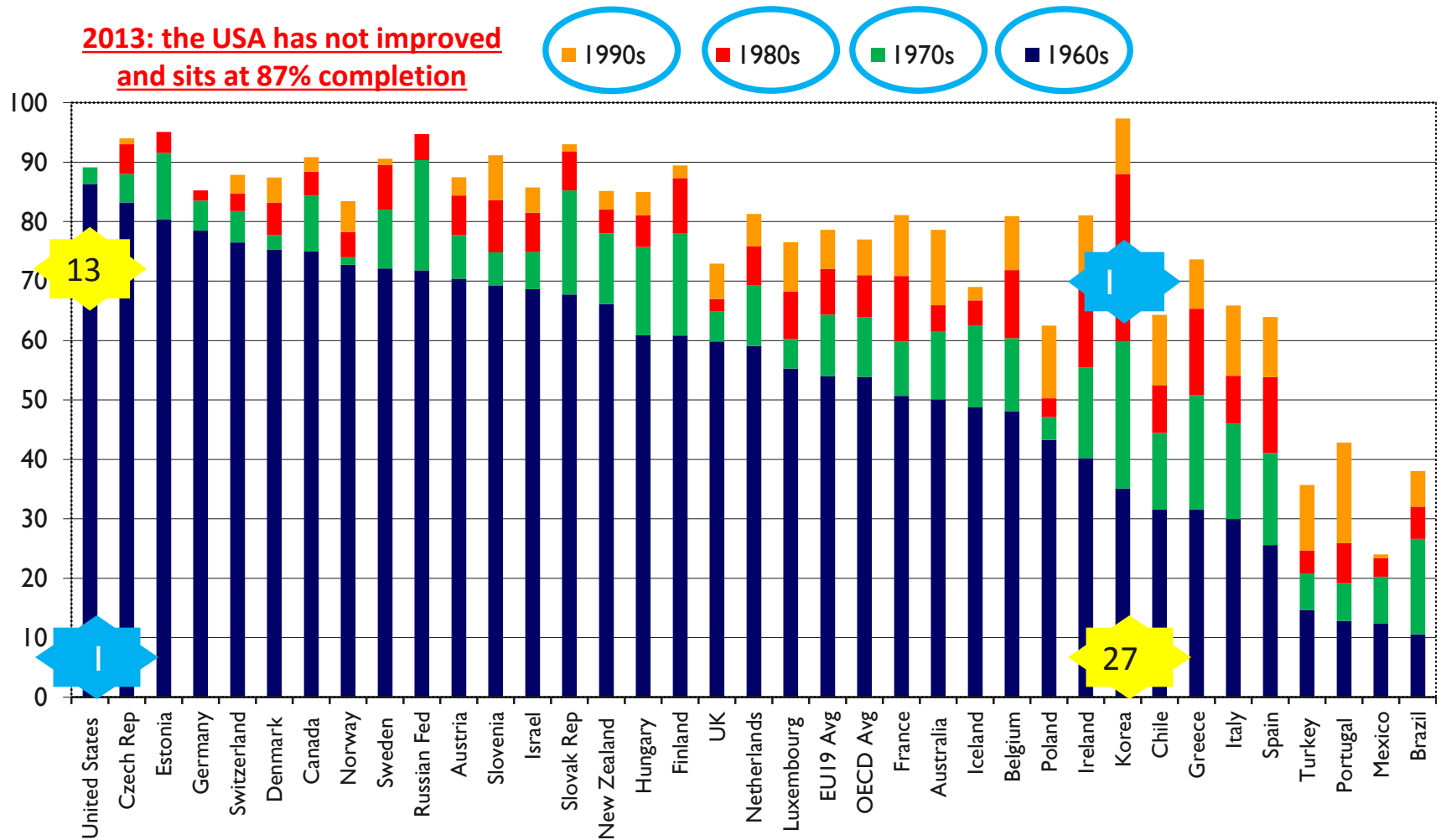
How do our **students** define success? How do **we support** these intentions?

Formerly, academia and vocational tracks were separate pipelines preparing traditional and nontraditional students for the workforce. In our current economy, these parallel tracks are blurred and employers are seeking employees that have **relevant** 21st century skills, a strong knowledge base and have past work experience.

Success in the new economy requires more than a high school diploma, it demands a postsecondary credential and relevant workplace skills.



High School Completion: U.S. rate has stagnated, most industrialized countries have improved



Source: Schleicher (2007) based on OECD data. Approximated by percentage of persons with high school or equivalent qualifications in the age groups 55-64, 45-55, 35-44, and 25-34 years



WHAT IF ...

90% of students from the Class of 2012 in Tennessee had earned a high school diploma?



GOAL
90%

➔ **An increase of 11,000 graduates**

THE BENEFITS WOULD BE HUGE



\$116 million
in increased annual earnings



1,000 new jobs



\$87 million
in increased annual spending



\$155 million
in increased annual gross state product

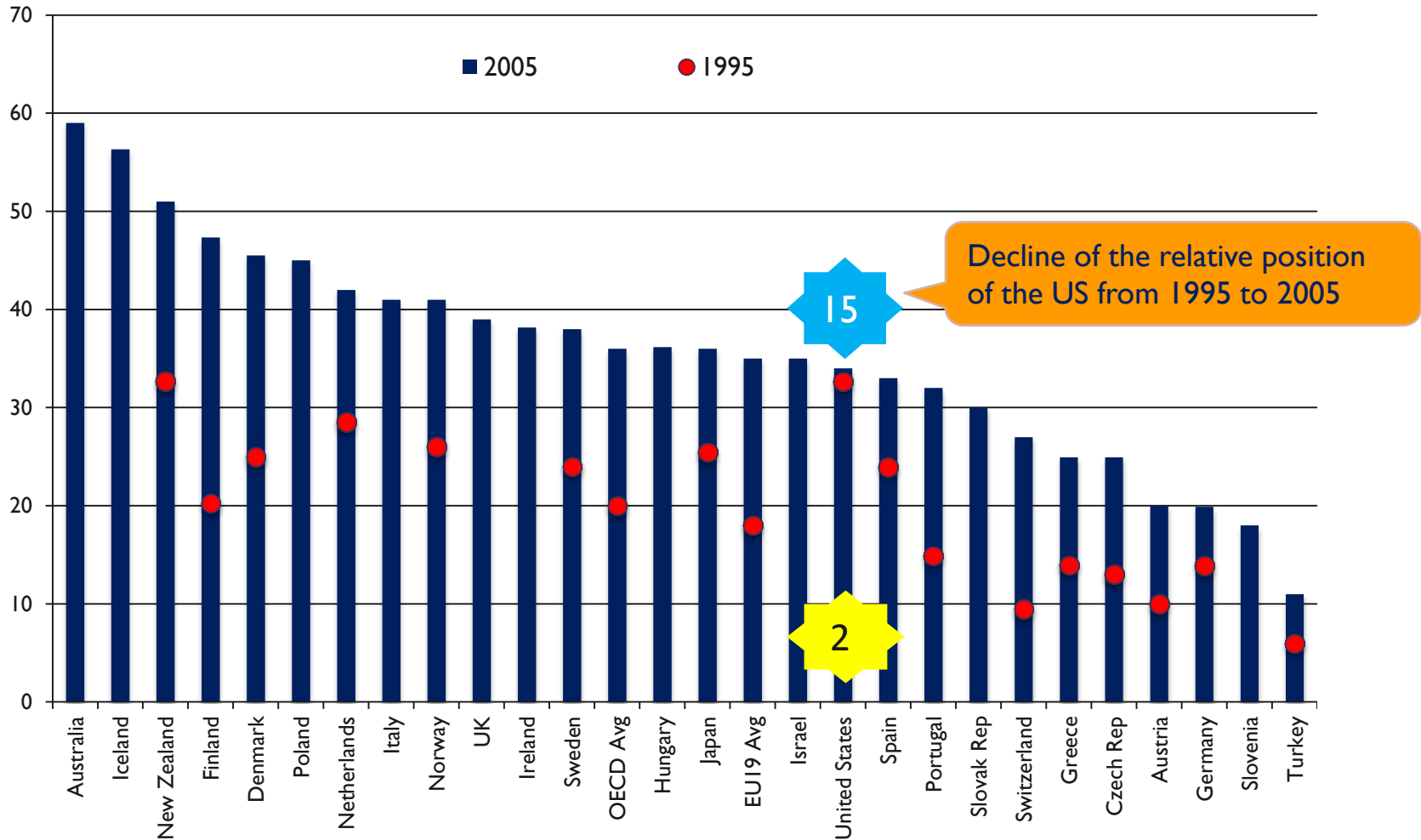


\$193 million
in increased home sales
\$12 million
in increased auto sales



\$18 million
in increased annual federal tax revenue
\$10 million
in increased annual state/local tax revenues

College level graduation rates: U.S. stagnated, others improved

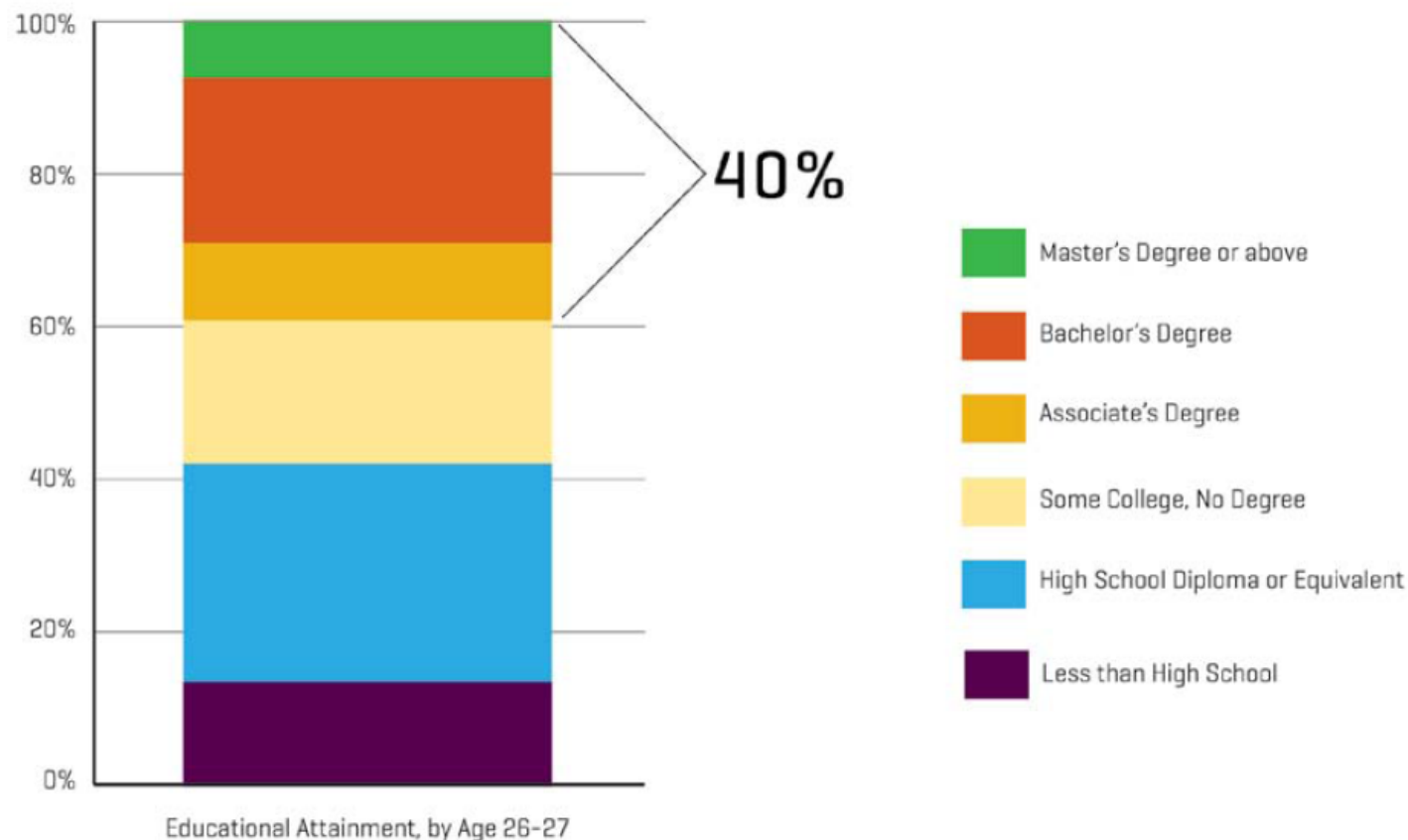


Source: Schleicher (2007) based on OECD data. Percentage of tertiary type A graduates to the population at the typical age of graduation.



The current US reality: only 40% of 27-year olds have earned an AA or higher

In Tennessee, only 32% of citizens have an AA or higher



Note: Represents data collected in surveys between 2006-2008; GED is approximation based on data from GED Testing Program.

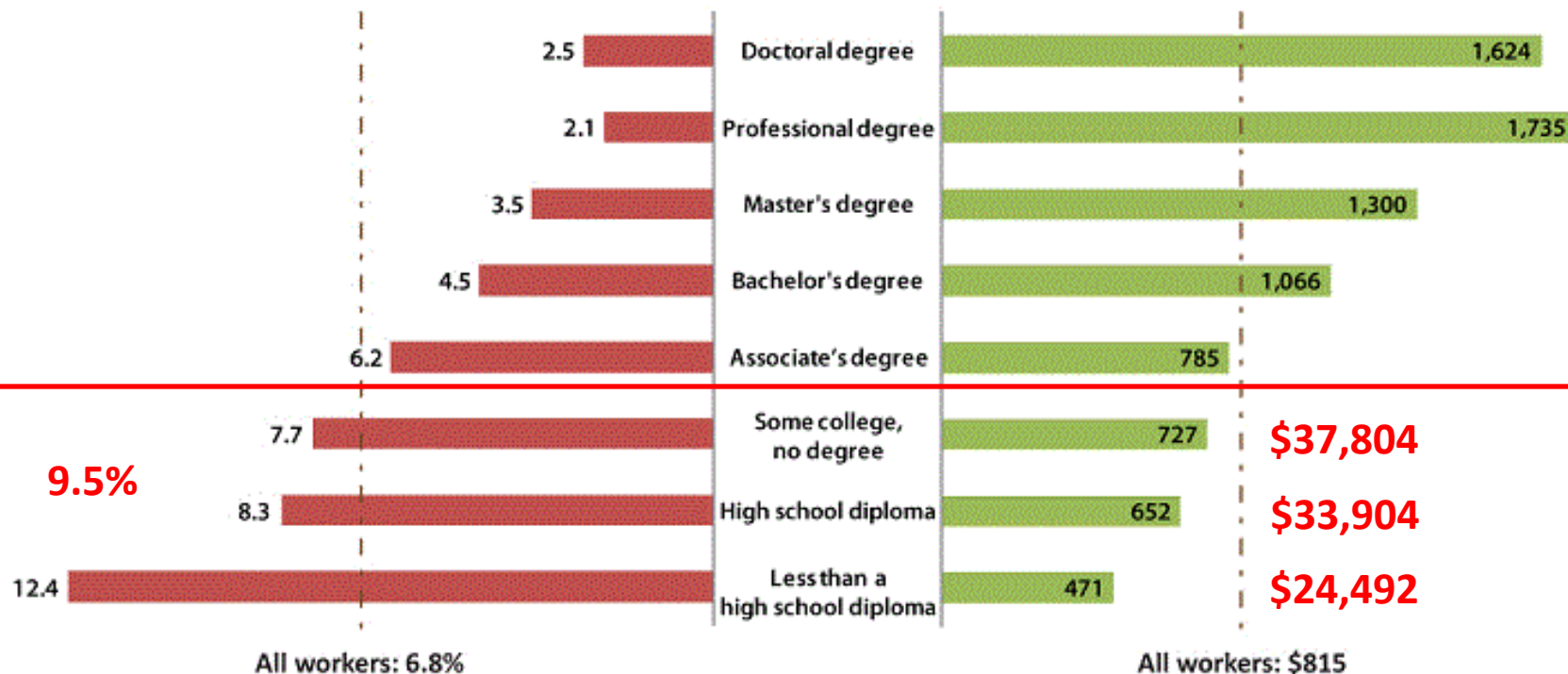
Source: Current Population Survey Annual Social and Economic Supplement.



Earnings and unemployment rates by educational attainment

Unemployment rate in 2012 (%)

Median weekly earnings in 2012 (\$)



Source: Bureau of Labor Statistics, Current Population Survey

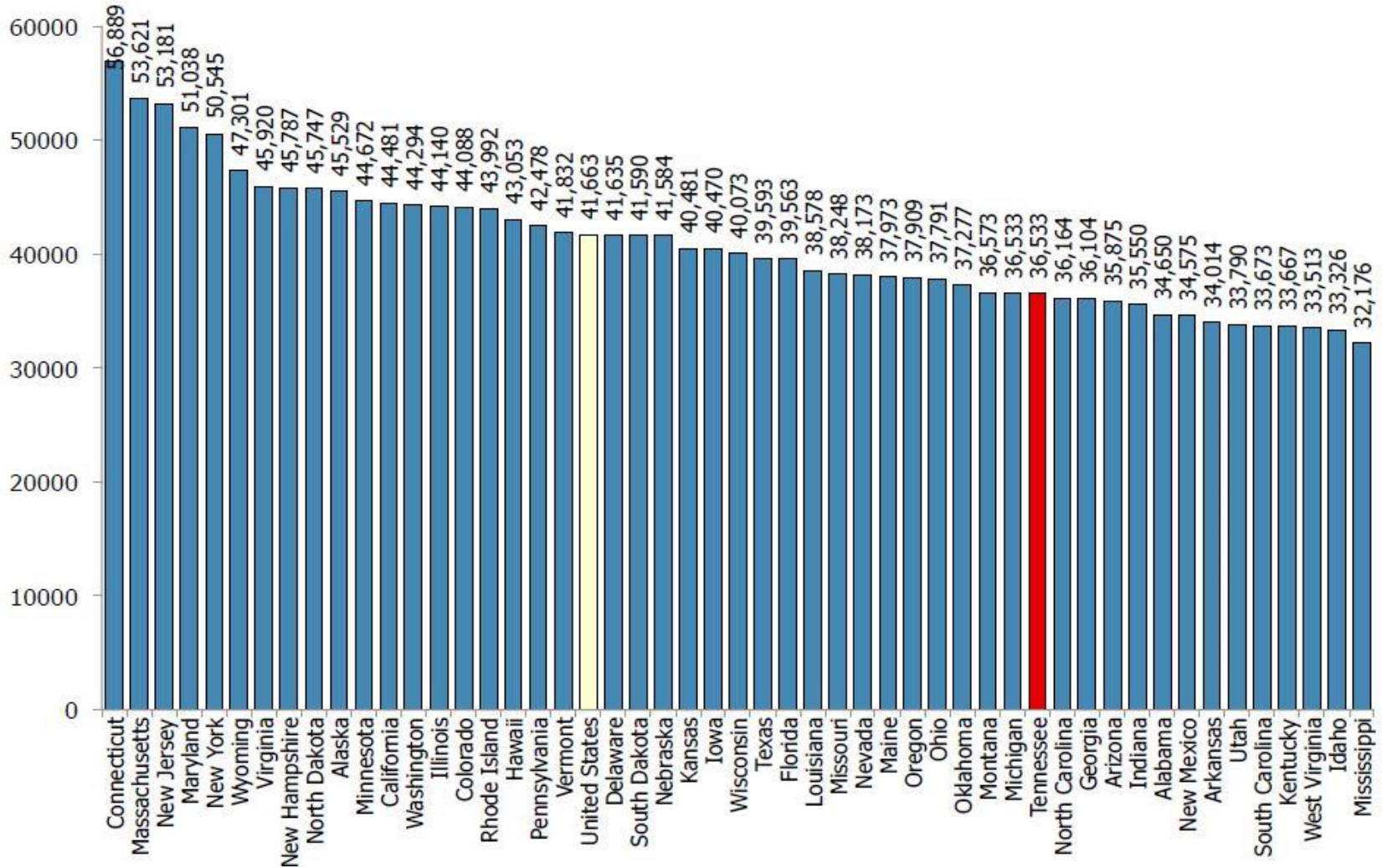
If 40% of Americans have an A.A or higher...

60% of Americans compete for jobs in this range

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers



Personal Income per Capita (2011)



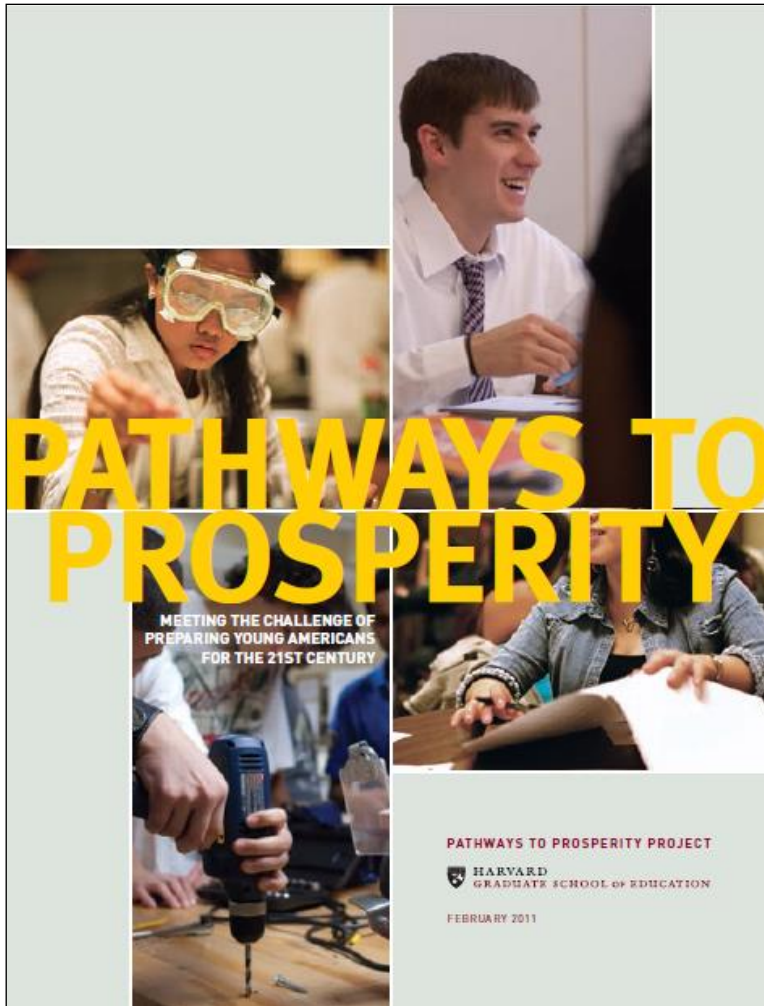
Source: "Drive to 55" Tennessee overview: U.S. Bureau of Economic Analysis





Pathways Tennessee Overview

Pathways to Prosperity Report



- Published in February 2011
 - William Symonds, Robert Schwartz & Ronald Ferguson
 - Harvard Graduate School of Education
 - Widely acclaimed nationally and globally
- March 2012: Bob Schwartz - featured speaker, Education & Industry Summit, VW
- April 2012: Invited to submit Letter of Interest
- June 2012: Selected to join *Pathways to Prosperity Network* (9 states currently); HGSE, JFF conveners

California
Missouri
Illinois
Ohio
New York

Massachusetts
North Carolina
Georgia
Tennessee
Long Beach, CA*

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf



PATHWAYS TENNESSEE

Overall Goal

To provide Tennessee students in grades 7th-14th/16th access to rigorous academic/career pathways, which are interlinked with local, regional, and state economic/labor market needs and trends in order to develop and promote a workforce that is educated and skilled in their chosen fields.

Statewide Plan

Goal will be achieved through a statewide policy-oriented, initiative-driven, data-supported plan based on identified regional strengths/opportunities and willing local and regional network partners.

Statewide Planning & Implementation Team

Department of Economic & Community Development
Department of Education
Department of Labor & Workforce Development
Governor's Office

State Collaborative on Reforming Education
Tennessee Business Roundtable
Tennessee Higher Education Commission
Tennessee State Board of Education
Tennessee Independent Colleges and Universities Association



Pathway Defined

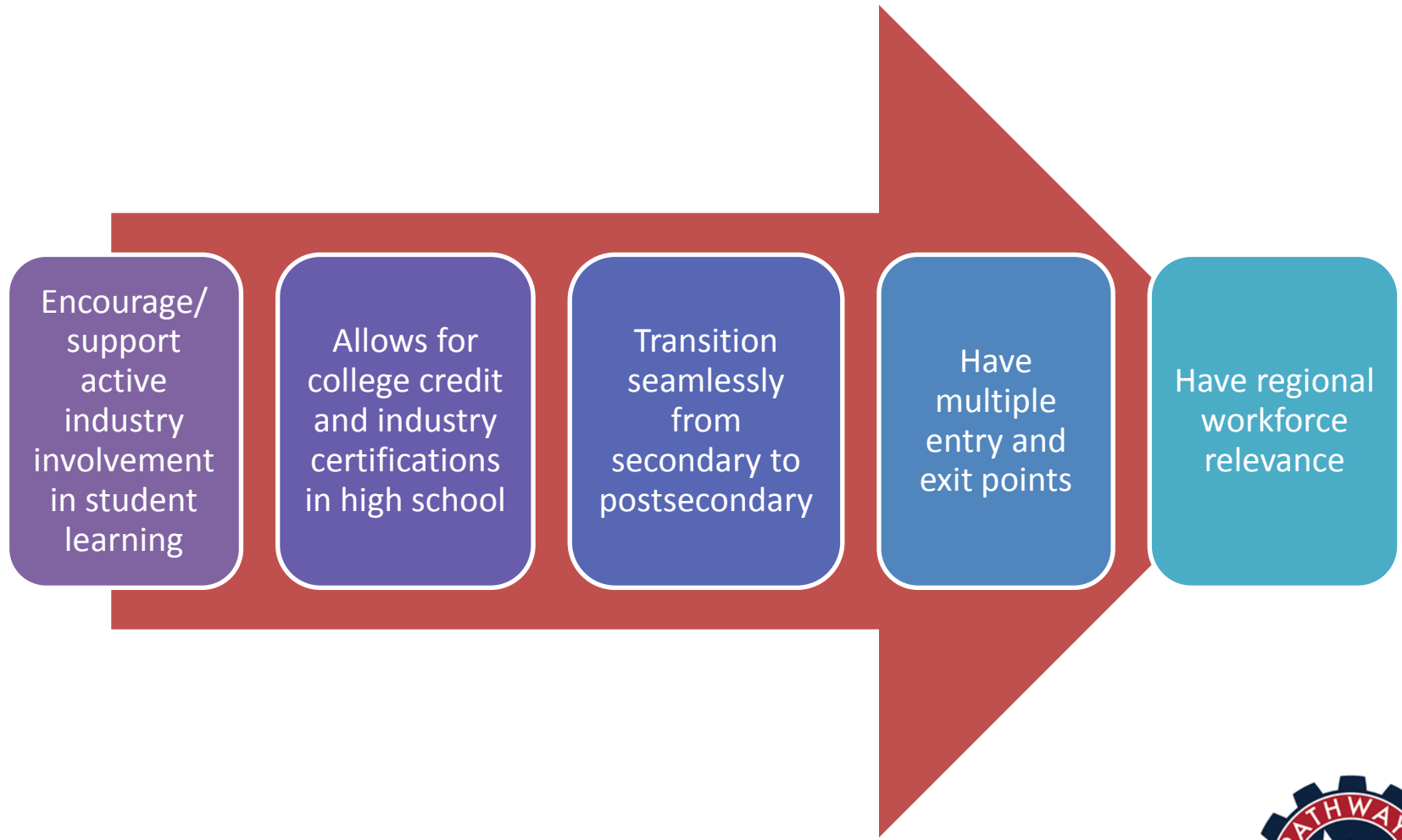
A robust, aligned learning experience, which blends academics and relevant work experiences from grade 7-14/16



Image Credit: Corporate Voices for Working Families



Components of a Grades 7-14/16 Pathway



Source: Clagett & Hale (2012) "The Promise of Career Pathways Systems Change"



What Does A Pathway Look Like?

RELEVANT

- Work-Based Learning (Grades 7-14)
- Early Postsecondary Opportunities (Grades 9-12)
- Career Awareness (Grades 7-14)
- Stackable Credentials (Grades 9+)

Middle School Foundation (PLTW) and Career Exploration

High School Program of Study (Advanced Manufacturing)

Technology College (Industry Certification)

CNC Operator
\$35,580

Community College (A.A./A.S)

Mechanical Engineering Technician
\$50,660

University or College (B.A./B.S)

Mechatronics Engineer
\$82,440

SUSTAINABLE

- Secondary & Postsecondary Academic Alignment
- Industry Engagement
- Community Engagement



Where Will The Jobs Be?

Department of Economic & Community Development Target Areas

- ✓ Aerospace and Defense
- ✓ Automotive
- ✓ Chemicals, Plastics and Rubber
- ✓ Transportation, Distribution, and Logistics
- ✓ Energy Technology
- ✓ Food and Agribusiness
- ✓ Healthcare and Medical Devices
- ✓ Business Services (HQs, Data centers, Call Centers)
- ✓ Entertainment and Media

These sectors have current employment of **over 489,000** individuals and are expected to **grow to 529,000 by 2020**

Source: Tennessee Department of Labor and Workforce Development, Labor Market Information Section, State Employment Projections 2012 to 2020.



Supporting the Pathways Model:

Helping students attain information and skills for a high wage, high skilled future.

- ☐ **Who are the employers in our community?**
 - ☐ Who are the larger employers, what common vacancies are anticipated with smaller employers
 - ☐ What do those occupations look like and what skills are needed
 - ☐ What are the anticipated earnings for the emerging jobs
- ☐ **What knowledge and skills are required for local occupations?**
 - ☐ Academic skills, technical skills, “soft” skills
- ☐ **How do we support the transitions from middle-high-postsecondary-career**
 - ☐ Postsecondary credentials or industry certifications – what are the programs?
 - ☐ What are the programs in high school that align to community needs? What are the gaps?
 - ☐ Can we align the secondary programs with the postsecondary programs?
- ☐ **How do we inform parents and students?**
 - ☐ New jobs/industries in the future
 - ☐ New trends in existing industries
 - ☐ What are the economic development priorities 2, 5 and 10 years out





Possible Futures, Possible Selves:
*A Noyce Foundation Funded
Pathways to Prosperity Initiative*

Lisa Yoder, Upper Cumberland Site Leader

Jobs for the Future



How It Was Started

- Harvard Graduate School of Education, Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century.
- Awareness - Identifying strengths & interests
- Exploration - Connects their strengths & interests to careers
- Immersion - Participates directly in the career-related activities



Pathways to Prosperity 4 Key Levers

- *Career Information and Advising System*
- Intermediaries
- Enabling State Policies
- Employer Engagement



Noyce Foundation:

“Possible Future, Possible Selves”

- Vision: Middle School youth can be active participants in visioning and preparing for their future.
- Site Leader Role:
 - Hired by Jobs for the Future (Boston, MA)
 - Part-time position
 - Work directly with the Highlands of TN Pathways to Prosperity Team (School districts, CC, TCAT, TTU, area employers.
 - Work with ACCs (Offer training, support)
 - Work with Employers (WBL opportunities)
 - Create materials, tools, and other resources and make presentations



Bringing To The Table Business and Education

As JFF Site Lead in the Upper Cumberland:

- Business Adm w/teacher certification
- 10 Years of Classroom Experience

School Counselor

- MA in Secondary School Counseling
- 22 Years - Senior Counselor/Head of Department

Education Specialist

- EdS in Administration/Supervision



Counseling to Careers

Best bet postsecondary training programs have several common characteristics.

Associated occupation is grounded in student career interest and growing sectors of the economy.

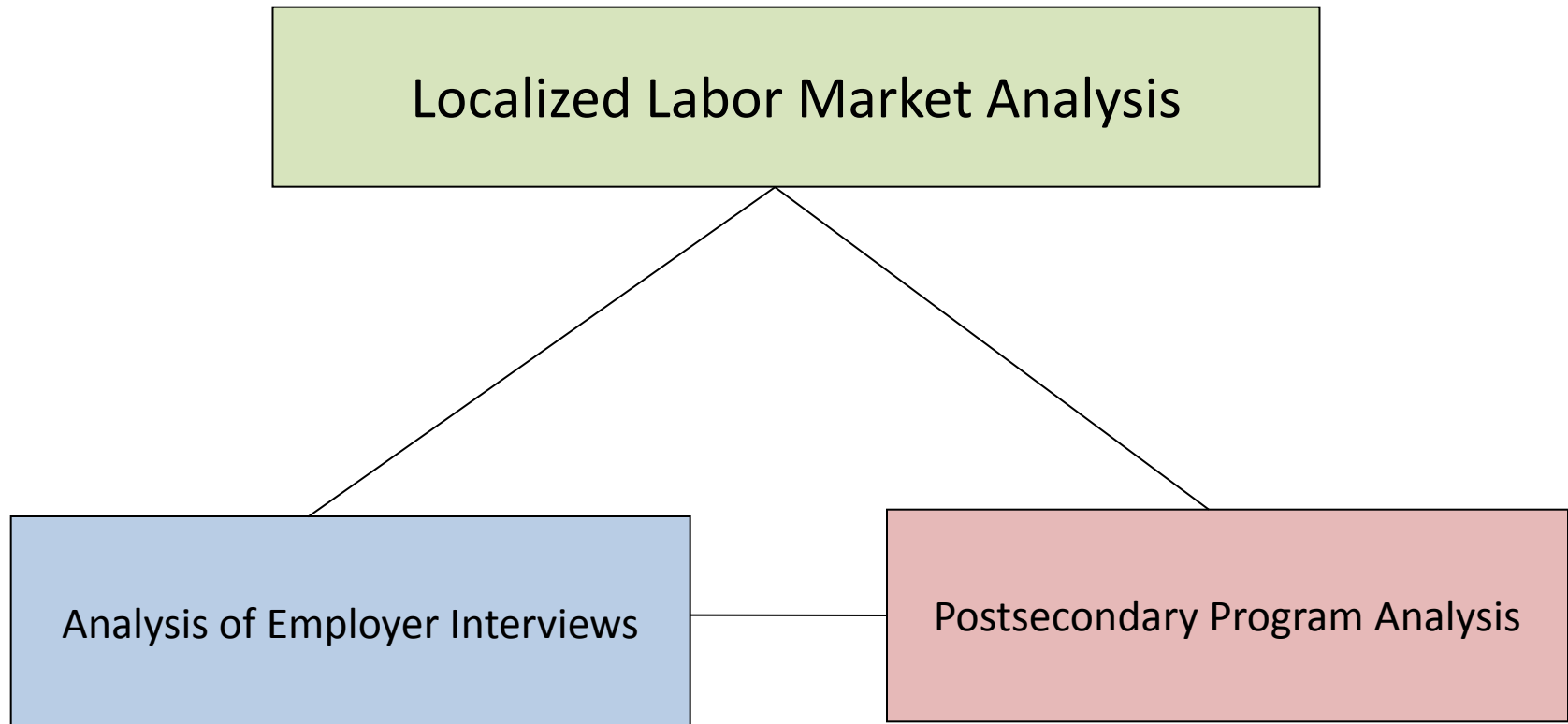
Training program has evidence of high job placement (paying at or near the regional median wage) with career advancement potential

Training program that leads to a credential, often stackable

Training program has strong retention and completion rates



Counselors and Academic Career Coaches Triangulate



Identifying Best Bets: Strategies To Get Started

- Understanding the local labor market can help to identify a range of potential postsecondary pathways - and even align aspects of CTE/dual enrollment programming.
- Data is not always easy to find and interpret
- Some of the most important occupational information (e.g., median wage, most common level of education/training, job openings) is spread out across a number of databases
- The data may not always reflect the reality on the ground
- The process can feel overwhelming



IDENTIFYING BEST BETS: STRATEGIES TO GET STARTED

	Benefits	Limitations
Traditional LMI	Reliable and robust	Looks backward to forecast; lacks current labor market perspective (time lag)
	Consistent and documented methodologies	Static/not dynamic
	Regional comparisons	Lacks data on current demand/employers' requirements
	Public, no-cost distribution	Does not effectively capture emerging occupations/skills requirements/certifications
Real-time LMI	Reveals new and emerging trends in occupational definitions	Duplication errors (though this difficulty is quickly becoming obsolete with more sophisticated algorithms)
	Offers insights into the skills and certifications sought by regional employers	Certain trades (construction, manufacturing) do not necessarily use online job postings.
	Identifies early indications of market shifts; data is collected regularly	Online job ads can be vague
	Tracks hiring demand	Not every job posting represents an actual vacancy
	-----	Proprietary/Cost

SOURCE: Texas ABE-IG PPT presentation on Labor Market Application, Jobs for the Future; Innovations in Labor Market Information and their Application; An Introduction to Skills Transferability, Jobs for the Future, 2012.

16

How to Explore Careers Using Labor Market Analysis (LMA)

Narrow a first set of occupations to explore, aggregate various data sources and using some simple sorts of data. For example:

Determine entry point ex. sub-bachelor, community college, technical school, university

Exclude jobs like supervisors, managers, and sales rep

Hourly wages at or above the regional median

High employment in the region

Employers that are hiring

Job openings

Growth



Where To Get Labor Market Data

Traditional

OOH Occupational Outlook Handbooks

Harry Dahlstrom
(www.harrydahlstrom.com)

TN Department of Labor & Workforce Development
(www.jobs4tn.gov)

Real Time

Burning Glass (JFF uses)

**Costly, but free to PtP sites*

**Real time LMA is tied to PtP.*

Valuable Information

- Employers can provide valuable information about professional and technical skills they are looking for:
 - ✓ Demand and recruitment
 - ✓ Job characteristics
 - ✓ Postsecondary connections
 - ✓ Career advancement opportunities



Engaging Employers

Employers across all industries report that **academic/technical skills remain fundamental**, too often job candidates and **employees lack soft skills.**

- ✓ Criminal background; drug use
- ✓ Unprofessional emails/email addresses/behavior on social networking sites
- ✓ Inappropriate dress/physical appearance
- ✓ Resumes' don't represent candidates well
- ✓ No call, no show
- ✓ Lack of communication, problem solving, and teamwork skills
- ✓ Lack of willingness to learn; lack of interest in job



Work-Based Learning

- Industry Tours - Virtual or in-person
- Guest Speakers
- Interviews
- Internships
- Videos
- Awareness, Exploration and Immersion

Based on Real Labor Market forecast: **growth and availability of jobs** for the Upper Cumberland Region are the areas of **Advanced Manufacturing, Health Science, and Information Technology**.



Perkins Reserve Grant

- The Upper Cumberland Region of Tennessee has experienced skill shortages in advanced manufacturing, engineering and health care impacting the local economy.
- Overall goal is to improve graduation rates, the education attainment level and job readiness of our future workforce.
- The 2013-14 Perkins Reserve Grant Funded five Academic Career Coaches to assist with the identified regional needs and overall goal.



Academic Career Coach Function

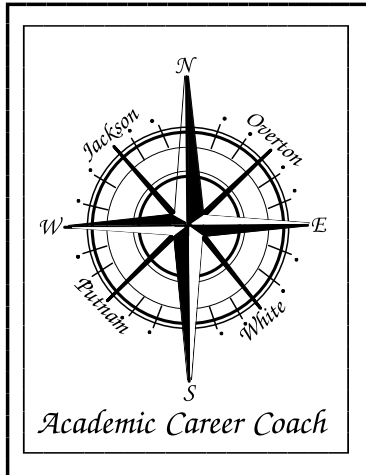
Academic Career Coach: A student-centered position designed to empower students to make informed career decisions and assist in program decisions, which lead to success both in education and in the workforce.

- The ACCs works with students in grades 7-12 to postsecondary
- Collaborate with School Counselors and CTE Personnel
- Serves and maintains a liaison between secondary and postsecondary education
- Assists student transition and connects to high school and then to postsecondary
- Assists in coordination of WBL opportunities
- Establishes and maintains data collecting and career assessments
- Full-time position and reports to director of schools
- Funded initially through Perkins Reserve Grant





A Local Perspective: Implementing the Academic Career Coach



Katie Ory, Academic Career Coach
Putnam County School System

Starting in 7th Grade

- Interest Inventory aka The Kuder
- Career Interest Awareness Groups
- Exploring /Navigating the local job market, post secondary education, and expanding knowledge base around careers





- 8th grade Explorer results (Holland Cluster)
- Connecting 8th grade career fair to Interest results via passport
- Transition in to high school
- Test results used to build CTE program to meet local job market and interests of students
- Creating pathways



Dogwood Park
Cookeville

A Walk in the Park

April 26 Noon-4pm



GRADUATING SENIORS:

Take a walk in the park. Make connections with college groups, Greek organizations, & clubs from around Tennessee. Come meet college students and win awesome door prizes (TV, tablet, college necessities, & gift cards). Park Entry: \$FREE\$



Sponsored by
Upper Cumberland Academic Career Coaches

ACCteam.org

Grit and Resiliency

- Placing purpose on the present
- A Walk in the Park
- ACCteam.org



Academic Career Coaches

Upper Cumberland Workforce Development Team



CONNECTING A STRONGER COMMUNITY



The Highlands

Competing in a global economic environment takes leadership, a great game plan, and a great team. The Highlands Initiative has provided those key ingredients for our region.



Jobs for the Future

JFF works with partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.



Pathways to Prosperity

Expanding our vision of college and career readiness.

Our Counties



Jackson County
Schools



Overton County Schools



Putnam County
Schools



White County Schools



[HOME](#)[ABOUT](#)[OUR TEAM](#)[FORMS](#)[LINKS](#)[CONTACT](#)[EVENTS](#)

Academic Career Coaches

Upper Cumberland Workforce Development Team

Would your business like to participate in Tennessee's and the Highlands' Pathways to Prosperity Initiative?

Our goal is to provide a more prepared and experienced workforce for you as an employer. This career exploration program is to expand understanding of training and education requirements for specific job types in the Upper Cumberland. If you would like to be involved in this project, please click on the link below to fill out the [Business Volunteer Form](#). Thank you for your time.

The Academic Career Coaches are hosting

"A Walk in the Park"

at Dogwood Park in Cookeville on April 26, 2014. This event, for high school seniors, will connect them to student-led groups from regional post secondary programs. The concept of the event, connecting students to student affairs groups, is based on nationally recognized research showing a strong correlation between graduation rates and involvement with student affairs. If your college group is interested in participating in the event please click on the link below to fill out a quick survey. The booths are free and the connections can last a lifetime.

[A Walk in the Park - Group Form](#)



Academic Career Coaches

Upper Cumberland Workforce Development Team



HELPFUL ONLINE RESOURCES

College and Career Readiness

[Pathways to Prosperity](#)

[Tennessee Scholars](#)

[TN Career Booklets](#)

[O*net](#)

[YouTube Channel](#)

[Mike Rowe's
Profoundlydisconnected](#)

[FAFSA](#)

[TN Job Outlook
ACC Document](#)

[Planning Your Dreams](#)

[RoadTrip Nation](#)

[National Career Clusters](#)

[Millard Oakley
STEM Center](#)

[CMT
emPOWERing education](#)

[College Lingo](#)

[Shmoop - College](#)

[Shmoop - Careers](#)

Post Secondary Links

[Cumberland University](#)

[Middle Tennessee State University](#)

[Nashville State Community College
Cookeville Campus](#)

[Tennessee College of Applied Technology
Livingston](#)

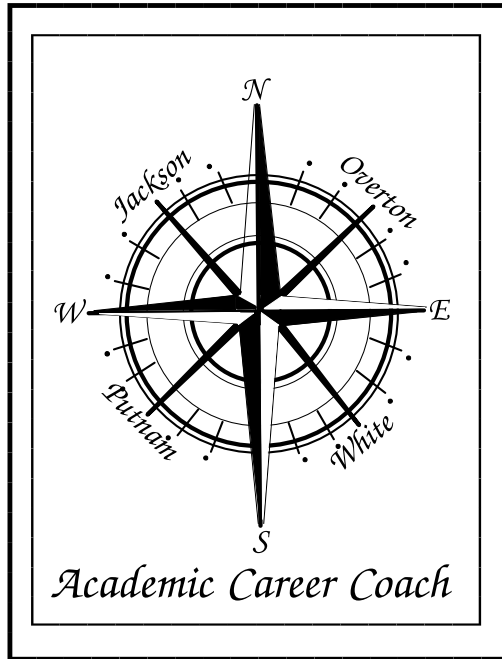
[Tennessee Technological University](#)

[University of Tennessee](#)

[Volunteer State Community College
Livingston Campus](#)



Navigating A Pathway



- ✓ Where is there a need in the local job market?
- ✓ What education and experience is needed to be successful in the job market?
- ✓ Build strong relationships with local education institutions to build prosperous pathways.



Closing Remarks

Nick Hansen

“Create something that will make the world awesome.”
– Kid President



NICK HANSEN

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